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ABSTRACT

This language arts mincourse guide for Lampeter-Strasburg (Pennsylvania) High School contains a topical outline for a beginning course on Shakespeare. The guide includes a list of 24 course objectives; an outline of the background material on the Elizabethan Age and on the life and works of Shakespeare; a description of the content and concepts studied in the course, including definitions of major terms, the language used during the Elizabethan Age, and the sonnets and plays; a presentation of student activities intended to complement the literature and language instruction; and suggestions for instructional materials, including records, games, filmstrips, movies, a bibliography, suggested textbooks, and multi-media materials on Shakespeare. (RB)

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ED105503

Language Arts Mini-Course

SHAKESPEARE I

Lampeter-Strasburg High School

Lampeter, Pennsylvania

1973

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SHAKESPEARE

OBJECTIVES:

1. To recognize factors contributing to the Elizabethan Age.
2. To list four events which brought about the Renaissance.
3. To define Renaissance and its effects on Elizabethan England.
4. To explain factors that brought about the Reformation.
5. To list three men who led the Reformation.
6. To explain the origin of drama in England.
7. To recognize the sonnet form and its origin.
8. To describe the physical layout of an Elizabethan theatre.
9. To explain the origins of Elizabethan English.
10. To list five factors contributing to new words in the language at this time.
11. To compare Elizabethan language to modern language - in terms of spelling, punctuation, usage, syntax, etc.
12. To recognize twenty-one literary terms as applied to the study of Shakespeare.
13. To relate major events of Shakespeare's life.
14. To list the number of sonnets, long poems, and plays Shakespeare wrote.
15. To explain the importance of The First Folio.
16. To list the four periods of Shakespeare's life/works.
17. To recognize historical background, setting, and characters from Shakespeare's plays.
18. To demonstrate the ability to follow plot, understand character, and be aware of theme.
19. To recognize dramatic devices used in the plays.
20. To reach a conclusion as to the meaning of the plays studied.
21. To work within a small group, as a contributing member.
22. To demonstrate some artistic or dramatic endeavor.
23. To compare and/or contrast, in writing, character or theme in Macbeth and Hamlet.
24. To relate literary experience to life experience.

OUTLINE:

I. BACKGROUND MATERIAL

A. The Elizabethan Age

1. Renaissance
2. Reformation
3. concentration on man

B. The Flowering of Elizabethan Literature

1. The sonnet
2. The drama

C. The Elizabethan Theatre

1. Origins - The Globe Theatre
2. Layout / physical description

D. Elizabethan Language

E. Definition of terms

II. WILLIAM SHAKESPEARE

A. Life

B. Works

1. sonnets (154)
2. long poems (4); miscellaneous poems
3. plays (37)

C. The First Folio - 1623

D. Four Periods of Life / Works

1. Youthful dreams and exuberant spirits

a. A Midsummer Night's Dream
b. The Merchant of Venice
c. The Taming of the Shrew
d. Romeo and Juliet

2. Great chronicles and romantic comedies

a. King Henry IV
b. The Merry Wives of Windsor
c. Much Ado About Nothing
d. As You Like It
e. Twelfth Night

3. Depression and tragedy

   a. Julius Caesar
   b. Hamlet
   c. Othello
   d. King Lear
   e. Macbeth

4. Calmness and peace of inner spirit

   a. A Winter's Tale
   b. The Tempest

III. MACBETH

   A. Background material

   B. Reading of play

IV. HAMLET

   A. Background material

   B. Reading of play

CONTENT:

I. BACKGROUND MATERIAL

   A. The Elizabethan Age (1485-1625) named after Queen Elizabeth I, was created partly by European movement called the REnaissance.

      1. Renaissance was "rebirth" of learning, brought on by several simultaneous events:

         a. Capture of Constantinoply by Turks drove Greek scholars to seek refuge in Italy - there to revive classical learning.
         b. Discovery of printing by moveable metal type - increased production and spread of books
         c. Development of banking, capital investment, and letters of credit made trade easier and more prosperous.
         d. Great voyages of discovery

      2. Reformation arrived to challenge the corruption of the church - and later its doctrines

         a. Led by several men:

            1. Martin Luther - Germany
            2. John Calvin - Switzerland
            3. John Knox - Scotland

         b. Led to ruinous wars throughout Europe

      3. The age concentrated on man himself, creating a less strictly ordered, looser form of society.

B. The Flowering of Elizabethan Literature

1. The sonnet form, originally Italian, was imitated.

   a. 14 line poem with iambic pentameter
   b. Several writers succeeded

      1. Earl of Surrey
      2. Sir Thomas Wyatt
      3. Shakespeare

2. The drama was inspired by an Elizabethan passion for poetry

   a. Origins were court masques, generally acted by amateurs but written by professionals, such as Ben Jonson
   b. All roles were played by men or boys
   c. People from all walks of life enjoyed plays and supported them.

C. The Elizabethan Theatre

1. Origins were miracle and mystery play cycles - acted out on portable stage

   a. Other arenas combined for sports, such as bear-baiting, were made permanent
   b. Stages were built in innyards
   c. Eventually buildings were constructed to house plays
   d. Most famous theatre - the Globe

2. Physical layout

   a. Stage protruded into open courtyard from one wall of a circular, or octagonal building of several floors
   b. At back of stage was small, inner stage and balcony, and tiring house
   c. No curtain was used, but there were trap doors in floor and ceiling overhanging stage from which supernatural creatures in a play would enter

D. Elizabethan Language

1. English - a combination of Germanic, Anglo-Saxon and Norman French words--altered with addition of new words after the Renaissance and Reformation.

   a. Latin
   b. Greek

2. New words came from several sources

   a. Exploration
   b. Trade
   c. Scholarhsip
   d. Science
   e. Translations

3. Spelling and punctuation were not normalized as at present.
4. There were few rules or prescriptions for the language.
5. A question was often begun with a verb (eg. "Say you so?" or "Looks my love well?")
6. Syntactic constructions were unusual by 20th century standards.
7. Prestige of the language rose greatly during this time, a by-product of the rise of English arts, commerce, and military power.

E. Definition of terms

1. Act - one of the main structural divisions of a drama; Elizabethans divided their plays into five acts

2. Allusion - indirect reference to an event, person, thing, place, or quality; it serves, by suggestion, to extend the significance of a poetic image or prose passage; often a single allusion suggests a whole pattern the reader should have in mind as he considers the work

3. Antagonist - the person or force that opposes the protagonist of a literary work. Hamlet is the protagonist of Shakespeare's tragedy; Claudius, the antagonist.

4. Blank verse - unrhymed iambic pentameter, used by Shakespeare in his dramas

5. Bombast - a high-sounding, inflated, pompous speech; Shakespeare's Falstaff often descends to bombast.

6. Bowdlerize - to remove supposedly offensive passages from a literary work

7. Climax - the final, culminating event in a series of actions, as in a drama or story (eg. Hamlet's duel with Laertes); decisive moment

8. Comedy - any literary or dramatic composition whose ending is not tragic; humorous, witty, and amusing, and causes us to laugh; can be serious works posing significant human questions (as "problem comedies" such as Measure for Measure which deals with justice, love, and forgiveness).

9. Comic relief - any episode in a serious play especially tragedy, that is introduced to relieve the tension for a few moments through comedy. In Shakespeare, it is closely related in theme and imagery to the main action, often extending and enriching its significance by contrast.

10. Denouement - the point in the plot of a drama or novel where the outcome or the major clarification occurs

11. Deus ex machina - any character, event, or device suddenly introduced to resolve the conflict; literally, in Latin, the "god from the machine"

12. Dramatis personae - a catalogue of the cast, printed at beginning of the play - Latin "characters of the drama"

13. Dumb show - drama performed by gestures without dialogue; Hamlet's playlet "The Murder of Gonzago" is preceded by a dumb show (pantomime)

14. Foil - a character whose behavior and qualities set off or enhance by contrast those of another figure; Fortinbras and Laertes are foils for Hamlet

15. Foreshadowing - an anticipation by indication or suggestion of what will happen eventually; the preceding of an event in a literary work by a remark, an image, etc. later to be associated with the event. It can create suspense or comment ironically upon an event before it occurs

16. Protagonist - the major character in a literary work, around whom all the action moves (eg. Hamlet, Lear, Othello, Macbeth)

17. Scene - the place, setting, or locale in which any event, real or imaginary, occurs (eg. scene of Hamlet is Elsinore Castle in Denmark); also refers to one of the divisions of an act in drama

18. Soliloquy - an act or instance of talking to oneself; the only "outsider" aware of the speech is the audience or reader

19. Theme - the topic, or subject, of a literary work; or a short formula expressing the subject (eg. the theme of Macbeth is "Ambition doth outrun the pauser reason"; that of Othello may be, he "loved not wisely, but too well.")

20. Tragedy - a serious drama usually concluding with catastrophe - generally that downfall or death of the protagonist. Greek tragedy is always the drama of the downfall of a great man; in modern tragedy, the death of the central figure is not always necessary

21. Tragic flaw - a noble man's single imperfection which brings about his downfall; often the "flaw" is associated with pride and ambition. Not all tragic figures suffer from a flaw; frequently a series of actions and decisions entraps them in a tragic situation in which it is difficult to place the blame for a character's unhappy fate on any individuals' imperfection (Ophelia's death in Hamlet; Juliet's in Romeo and Juliet).

II. WILLIAM SHAKESPEARE

A. Life

1. Born April 23,,1564 in Stratford-on-Avon,to John and Mary Arden Shakespeare, one of eight children.
2. At age of seven, attended Free Grammar Scho l, but withdrew at age fourteen.
3. In 1582, he married Anne Hathaway, age twenty-seven, who bore him three children--Susanna, Hamnet, and Judith.
4. Departed for London to seek employment as actor and playwright.
5. Became an important figure, grew prosperous, acted before Queen Elizabeth I and King James I.
6. Rest of his life was filled with affairs chiefly pertaining to the stage.
7. Died in 1616, probably on his fifty-second birthday,and was laid to rest in the church at Stratford.

B. Works

1. Sonnets

a. General theme is the poet's affection for a friend, a young man of exalted rank.
b. Sonnet sequence falls into three main divisions:

1. Sonnets 1 - 126
2. Sonnets 127 - 152
3. Sonnets 153 - 154

2. Long poems; miscellaneous poems

a. Venus and Adonis
b. The Passionate Pilgrim
c. The Rape of Lucrece
d. A Lover's Complaint
e. The Phoenix and Turtle

3. Plays -

a. Titus Andronicus
b. King Henry the Sixth, Part I
c. King Henry the Sixth, Part II
d. King Henry the Sixth, Part III
e. The Two Gentlemen of Verona
f. The Comedy of Errors
g. King Richard the Second
h. King Richard the Third
i. Love's Labour's Lost
j. The Merchant of Venice
k. A Midsummer Night's Dream
l. Romeo and Juliet
m. King John
n. The Taming of the Shrew
o. King Henry the Fourth, Part I
p. King Henry the Fourth, Part II

q. King Henry the Fifth
r. As You Like It
s. Much Ado About Nothing
t Hamlet
u. The Merry Wives of Windsor
v. Troilus and Cressida
w. Measure for Measure
x. King Henry the Eighth
y. Othello
z. King Lear
a. All's Well That Ends Well
b. Macbeth
c. Julius Caesar
d. Twelfth Night
e. Antony and Cleopatra
f. Cymbeline
g. Timon of Athens
h. Coriolanus
i. The Winter's Tale
j. The Tempest
k. Pericles

C. The First Folio

1. Most famous monument to his memory
2. Issued in 1623, seven years after his death, by fellow actors.
3. One of the most highly treasured volumes in the world
4. Definitely assigns the authorship of twenty hitherto unprinted plays to Shakespeare

D. Four Periods of Life/Works

1. Youthful dreams and exuberant spirits
2. Great chronicles and romantic comedies
3. Period of depression and tragedy
4. Calmness and peace of inner spirit

III MACBETH

A. Background

1. Historical background is from stories in Holinshed's "Chronicles"
2. The period of action in the play is about twenty years. Duncan was slain about 1040, and Macbeth about 1060.
3. The scene of the play is Scotland and England.
4. There was a general belief in witchcraft during the Elizabethan period.

B Reading of the play:

1. Following plot
2. Understanding character
3. Awareness of theme
4. Reaching conclusion as to the meaning of the play

IV. HAMLET

A. Background

1. Historical background is from "Historia Danica" by Saxo Grammaticus
2. The historical period is indeterminate, but dates back to the eighth or tenth century. The time depicted on stage is seven days, with intervals considerably lengthening this time.
3. The scene of the play is Elsinore, Denmark.
4. There was great belief in the power of the supernatural during Elizabethan times.

B. Reading of the play:

1. Following plot
2. Understanding character
3. Awareness of theme
4. Reaching conclusion as to the meaning of the play

V. ACTIVITIES AND PROCEDURES

ACTIVITIES AND PROCEDURES:

1. Students may choose one of the following activities:

a. Build a model of a Shakespearian theatre
b. Draw or illustrate the following:

1. Five scenes from Macbeth or Hamlet
2. Five main characters, as you think they appear

c. Dramatization of one scene from Macbeth or Hamlet (either memorized or parts should be well known - this may be a small group project)
d. Memorization of approximately 30-40 lines of Macbeth or Hamlet, from the soliloquies or more important speeches.
e. Series of cartoons illustrating some well-known Shakespearian quotations

2. Students, in groups of five or six, will choose an additional play to read (other than Hamlet or Macbeth) and complete the following activities:

a. The group will present a written summary of their play to the class. Individual copies are to be kept in the student's notebook;
b. In addition, the group will do a poster or banner illustrating their play;
c. Finally, the group will give an oral presentation to the class which will review their play and incorporate dramatizations of one or preferably several key scenes from the play, using simple costumes and props.

d. The group should explain how the language, imagery, and action of the performed passages are related to other passages and to some central theme of the play.

3. Students will view filmstrips of the Elizabethan Age and the Globe Theatre.

4. Students will read Macbeth and Hamlet and listen to professional recordings of both plays.

5. Questions to guide the reading of Macbeth and Hamlet, as well as important vocabulary terms, will be given.

6. Class discussion will be an indispensable part of Shakespearian study:

a. Plot
b. Character
c. Dramatic elements used

1. Comic relief
2. Dumb show
3. Foil
4. Foreshadowing
5. Soliloquy
6. Tragic flaw

d. Theme of ambition in Macbeth
e. Theme of revenge in Hamlet

7. Students will write a paper comparing and/or contrasting character or theme in Macbeth and Hamlet.

8. Summary activities will be directed to the idea that Shakespeare was "not of an age, but for all time."

9. Test

SOURCE MATERIALS:

I. Records:

A. Understanding and Appreciation of Shakespeare
Folkways Records

B. The Merchant of Venice (Michael Redgrave)
Caedmon Publishers

C. Hamlet (Paul Scofield)
Caedmon Publishers

D. Macbeth (Old Vic Company)
RCA Victor

E. Shakespeare: Soul of an Age

F. Anthony and Cleopatra

II. GAMES:

A. Actostic Puzzles from Shakespeare

III. FILMSTRIPS:

A. The Elizabethan Age Part I
The Reign of Elizabeth

B. The Elizabethan Age Part II
Elizabethan Everyday Life

C. Shakespeare's Theatre
A Day at the Globe Theatre

D. Shakespeare's Theatre
The Globe Theatre" Its Design and Construction

E. Hamlet

F. Julius Caesar

G. Macbeth

H. Romeo and Juliet

IV. MOVIES (IU 13)

Hamlet: Age of Elizabeth (Lesson 1)
MP-3-0603

Hamlet: What Happens in Hamlet (Lesson 2)
MP-3-1518

Hamlet: The Poisoned Kingdom (Lesson 3)
MP-3-0601

Hamlet: Readiness is All (Lesson 4)
MP-3-0602

Macbeth: The Politics of Power (Part 1)
MP-3-1723

Macbeth: The Themes of Macbeth (Part 2)
MP-3-1725

Macbeth: The Secret'st Man (Part 3)
MP-3-1724

English Literature: Elizabethan Period
MP-2-0863

V. BIBLIOGRAPHY

A. Illustrated English Social History II
ed. G. M. Trevelyan

B. The Spell of Words
ed. John Levitt

C. A Linguistic Approach to the History of the English Language
ed. Bloomfield

D. The Miracle of Language
ed. Charlton Laird

E. A Student's Guide to Literary Terms
ed. James G. Taaffe

F. Shakespeare's Plays in Digest Form
J. Walker McSpadden

VI. SUGGESTED TEXT:

A. Adventures in English Literature

B. England in Literature

C. Folger paperback series

VII. THE MULTI-MEDIA SHAKESPEARE

A. Filmstrip Set: Shakespeare for everyone

1. Shakespeare's Living Words
2. Shakespeare, The Man
3. Shakespearean Playhouse
4. Shakespeare's Unforgettable People
5. Shakespeare, Master of Comedy
6. Shakespeare, Master of Tragedy
7. Shakespeare As Historian And Poet
8. Shakespeare's World Today

B. Records: Conversations about Shakespeare

1. Why Study Shakespeare
2. How To Study Shakespeare

C. Classroom Displays: Shakespeare Wall Posters

1. Portrait of Shakespeare
2. London as Shakespeare Knew It
3. Shakespeare's Plays
4. Shakespeare's Era

D. Paperback Book: Shakespeare For Everyman